3 (B) (3) (d) How will LEAs Select Schools?

LEAs will select schools for Local Reading Improvement (LRI) subgrants based on the REA requirements for eligibility:

- Schools in Title I School Improvement.
- Schools with the highest and second highest number of children in poverty. Schools with the highest and second highest percentage of children in poverty.

LEAs will select schools for Tutorial Assistance subgrants based on the REA requirements for eligibility:

- Schools in Title I School Improvement.
- Schools with the highest and second highest number of children in poverty.
- Schools with the highest and second highest percentage of children in poverty.
- Schools in Empowerment Zones or Enterprise Communities.

3 (B) (3) (e) Review Process, IncIuding Role of Reading and Literacy Partnership

Tennessee will review applications in three stages.

Stage 1: Project staff will check applications for required components.

Stage 2: Team Review   Teams will review and discuss assigned applications. Each team will review between six and twelve applications. Teams will include members of the Reading and Literacy Partnership (and/or their designated representative), representatives of the TRC, SDE staff and stakeholders representing Family Literacy, Early Childhood, Special Education, English as a Second Language and other similar programs will review applications.

Stage 3: Panel Review
The Panel will be composed of all review teams including members of the Reading and Literacy Partnership. Teams will present an overview of each application that their team members read and discussed, along with their recommendation for funding. The Panel will make final recommendations to the Reading and Literacy Partnership.

Prior to making final recommendations for funding, the SEA will review a prioritized list of proposals. SEA staff will review the list to determine the extent to which highly rated proposals reflect geographic representation of the state and are dispersed to reflect schools over the range of student population numbers. If proposals are funded with geographic dispersion, they will reflect demographic diversity.

It is the intent of the SEA to fund only quality proposals that meet the intent of the RFP and receive at least an average of 70% of the total points possible from the readers of the Expert Review Panel. In the unlikely event that the number of quality proposals meeting the 70% guideline is insufficient to exhaust the funds available, the SEA will take the following actions.
1. Evaluations from the Expert Review Panel with comments and ratings will be returned to the submitting districts.

2. A technical assistance team will be assembled for each district that submitted a nonfundable proposal. That team will be designed by the Assistant Director for School Improvement and Instructional Support. This team will have training in grant writing and technical assistance in addition to issues related to charter schools.
3. A new call for proposals will be issued to all eligible schools with special emphasis on revision of proposals from school districts or other entities submitting unfunded proposals.

3 (B) (4)   Technical Assistance (SEA-provided or SEA-organized), Monitoring and Performance Measurement to Ensure High Quality Implementation and Fidelity to SBRR by Subgrantees.

The SEA will provide technical assistance$_1$ monitoring and performance measurement through a network of offices and partners. SEA staff will visit each participating school on site at least once during each of the two years of the grant. LEAs will be required to report progress to the SEA twice a year on funded activities including:
- professional staff development;
- reading instruction;
- family literacy activities;
- collaborations with early childhood providers;
- kindergarten transition programs and early identification of children at risk of reading failure;
- extended learning time for students who are having reading difficulty, students at risk of referral to special education for reading difficulty, and students whose native language is other than English.

SEA staff will visit each participating school on site at least once during the two years of the grant and will complete structured interviews and observations related to grant-related programs and activities. LEAs will be required to report progress to the SEA twice a year on funded activities, with reporting conducted and/or managed by the Literacy Leader at each site. Reporting will involve not only a listing of activities completed, but also provision of evidence of progress toward benchmarked program goals. Reporting forms will be provided in both hard copy and online formats.

Professional Development

Project staff will help TRC members and LEAs coordinate summer programs for Literacy Leaders and teachers. Through contracts with LEAs and partnerships with school Literacy Leaders, members of the TRC will provide professional development and support teachers in implementing new activities as described in Section 3(B)(2). LEAs contracting for professional development outside the TRC must meet the same requirements as those LEAs contracting with the TRC.

Literacy Leaders will ensure that Level I evaluations are conducted for all professional development sessions, whether provided by TRC members or by contractual arrangement with organizations outside the TRC. Formative evaluation of program implementation will continually monitor the effectiveness of professional development sessions in terms of helping teachers develop the knowledge and skills sets needed for effective program delivery.

Family Literacy

The Office of Family Literacy within the SEA will help LEAs coordinate family literacy activities. Through the findings of its Family Literacy Policy Analysis Mapping Project, the SEA will work with LEAs to establish new or expand existing family literacy programs in subgrant schools. The SEA will encourage funded LEAs to apply for any Family Literacy expansion grants offered by the Division of Adult Education in the Tennessee Department of Labor and Workforce Development for the 2003 fiscal beginning in July 2002

Early Childhood

SEA early childhood education program staff and Head Start collaboration staff will help LEAs identify and establish a dialogue with childcare providers in school service areas. Staff will provide technical assistance to LEAs in evaluating and disseminating information about early childhood program quality through Kindergarten screening and will support collaborations with TECTA.

3 (5) (5)   Other

3 (B) (5) (a)   Use of technology to facilitate program management, oversight and professional development.

The Tennessee Department of Education will establish and maintain a Tennessee Reading Excellence web site on the Department's home page. The site will feature a current calendar of events related to the Tennessee Reading Excellence project, contact information for participating LEAs and links to available school sites. The site will also feature information on scientifically based reading research (including links to documents available on line) and information on effective professional development models.

For example, the site will feature in formation on teacher action research and encourage teachers to conduct research on strategies, assessments and learning within their classrooms to monitor what is taking place and to grow professionally. Teachers who conduct action research projects will be invited, along with their students, to present at the annual Tennessee Reading Excellence conferences. The SDE will also publish their journals on the project web site.

Tennessee has a telecommunications network in place that will enable SEA project staff to communicate with teachers, TRC members and administrators via e-mail. In addition, staff will encourage teachers to communicate with sister schools and other teachers via e-mail and through project listservs.

3 (B) (5) (b) Teacher Certification Reform: Competitive Priority

Tennessee is in the process of changing teacher certification requirements to reflect scientifically based reading research. The State has developed Reading Standards to be integrated into Licensure Standards, PreK-4, K-8, and 5-8. The State Board of Education (SBE) approved the Standards on the initial reading April 27, 2001. Currently SBE staff is circulating them for public comment. In June 2001 the SBE will present them to the Advisory Council for approval of revisions (if any) in June. On July 20, 2001, the Standards will be presented to the SBE for final approval. The proposed Reading Standards follow.

Reading Standards To be Integrated into Licensure Standards, PreK-4, K- 8, and 5-8
Draft: April 2, 2OO1
Teacher candidates in the licensure areas of early childhood education PreK-4, elementary education K-8 and middle grades education 5-8 complete a focused study of the teaching of reading within the context of their preparation to teach language arts and other content areas. Education in teaching reading is a lifelong undertaking that is initiated in college course work, refined in field experiences and enhanced during professional practice.

The intent of these standards is to ensure that prospective teachers leave their pre-service programs understanding what it takes for all children to learn to read. Teacher candidates need to understand that a balanced reading program is one in which the development of both aspects of learning to read - the alphabetic principle and the construction of meaning – go on at the same time and in the same activities. Teacher candidates must be prepared to make instructional decisions appropriate for the needs of individual students.

In addition, teacher candidates need to understand that children learn to read within the context of every subject and that to continue to learn to grow as readers, children need explicit instruction in reading throughout the elementary and middle school years.

The course work and related field and laboratory experiences in teacher preparation programs enable the teacher candidate to meet the following performance standards.

Candidate Standards

Standard 1 Content Knowledge and Content-Related Pedagogy
Candidates acquire substantial knowledge of and are able to apply research-based teaching practices to improve the reading performance of children. They develop expertise in applying explicit approaches to support student acquisition of phonemic awareness, systematic phonics, fluency, reading comprehension and study skills. Candidates seeking PreK-4, 5-8 or K-8 licensure will know and be able to demonstrate developmentally appropriate practices for promoting and developing beginning literacy skills for all young children. Candidates seeking K-8 or 5-8 licensure will know and be able to demonstrate the integration of reading instruction across all subject matter areas and to make appropriate accommodations for students who are experiencing difficulties in reading. Regardless of licensure, all candidates will demonstrate the teaching practices that enable children and youth to become proficient and motivated readers and writers.

Supporting Explanation
Candidates know that effective instruction integrates attention to the alphabetic principle with attention to the construction of meaning and opportunities to develop fluency. They demonstrate a clear understanding of the interrelationships among the six dimensions of a balanced reading program:
- Phonemic awareness - the skills and knowledge to understand how phonemes, or speech sounds, are connected to print.
- Decoding unfamiliar words.

- Fluency - the ability to read at a rate that supports comprehension of text.
- Background information and vocabulary to foster reading comprehension.
- Comprehension - the development of appropriate active strategies to construct meaning from print.
- Development and maintenance of a motivation to read.

Candidates understand the phonological and orthographic systems of language and how these two systems are related. They understand how children develop reading and literacy skills before beginning formal instruction and how instruction should proceed to help all children learn to read. They demonstrate working knowledge of pedagogical strategies to provide learning experiences that enable children to become competent readers including knowledge of how to teach reading to children whose native language is other than English.

Standard 2 Student Development
Candidates understand the developmental nature of learning to read and are able to identify age - and developmentally - appropriate strategies in their teaching of students. They recognize the challenges of each grade level and are able to design appropriate literacy activities to meet the needs of all students.

Supporting Explanation
Candidates know and are able to apply information about language development as it relates to literacy and about the relationship between early literacy behavior and successful beginning reading.

Candidates demonstrate knowledge about reading development and students' reading difficulties through a clear understanding of the skills that are critical for learning to read, reading to learn and reading to do. They have the knowledge that will allow them to tailor reading programs for children who are not responding to instruction.

Candidates recognize the characteristics of good readers, are able to differentiate good readers from poor readers in light of those characteristics and apply that knowledge to effective intervention strategies.

Standard 3 Curriculum
Candidates know how to implement a balanced literacy program that provides explicit and systematic instruction within a print-rich environment regardless of grade level. They teach reading within the context of every subject area in such manner as to build vocabulary, background knowledge and strong comprehension strategies in all subjects. For children at risk of failure and children who are falling behind in reading, they are able to provide prevention and early intervention programs.

Supporting Explanation
Candidates include in their curricula components and practices consistently supported by research including:
- Explicit teaching of decoding, comprehension and literature appreciation;
- Instructional activities to ensure the development of phonemic awareness;

- Systematic and explicit instruction in the code system of written English;
- Daily exposure to a variety of texts, as well as opportunities for children to read independently and with others;
- Vocabulary instruction (general and technical) that includes a variety of complementary methods that integrate all language arts to assist children and youth in acquiring and expanding their receptive and expressive vocabularies;
- Comprehension strategies that promote higher order thinking including prediction of outcomes, summarizing, clarification, main idea, questioning, critical thinking, metacognition and visualization;
- Frequent writing of narrative and expository prose to enable analytical and critical understanding of what is read; and
- Integration of reading, comprehension, communication and study skills in all subject areas.
- Activities that motivate children to learn to read and build an enthusiasm for continuing to grow as readers throughout their school years and as adults.

Candidates understand the importance of teaching phonics and word analysis skills within the context of a rich body of literature in multiple domains to help students understand the forms and functions of different kinds of text. This helps students to build background knowledge necessary for comprehension as they progress through the grades.

Standard 4 Learning Expectations - Instruction

Candidates plan and orchestrate learning experiences for all students. They combine their knowledge of the critical components of reading instruction with understanding of how children develop reading and literacy skills prior to beginning formal instruction and how children continue to develop into skilled readers through explicit instruction.

Supporting Explanation
Candidates are able to use information about the learning and curricular needs of diverse learners including students with disabilities and students with limited English proficiency to establish high expectations and design learning that meets the needs of all children. They understand their role as instructional leaders and are able to collaborate with other classroom teachers and support staff (including Title I, special education and ESL teachers) to design interventions for children in need of special services and to integrate instruction in pullout programs with on-going classroom instruction.

Candidates understand that to teach reading effectively they must adapt and augment lessons and proprietary reading programs to meet unique needs. They understand that teaching all children to read requires being a leader who makes proactive decisions about the strategies and materials most appropriate for the children in their classrooms.

Candidates understand that children need the opportunity to read independently each day and have opportunities to discuss what has been read to develop the fluency, vocabulary and background knowledge that will improve comprehension, foster enjoyment of reading and increase motivation.

Standard 5 Assessment Strategies
Candidates understand that assessments are used for various purposes, including determining strengths and needs of students in order to plan for instruction and flexible grouping; monitoring of progress in relation to stages of reading, spelling and writing; and assessing curriculum-specific learning. Candidates are able to use systematic as well as standardized diagnostic tests appropriately for program placement.

Supporting Explanation
Candidates have knowledge of factors that identify children at risk of failure to learn to read and are able to apply that knowledge to early identification of children at risk of failure. They know how to conduct curriculum-based assessments to guide decisions about such things as grouping, the pace of instruction and individual needs for assistance such as tutoring. They are able to conduct formal and informal assessment for ongoing, in-class assessment of children's reading abilities. They understand how to interpret and modify instruction according to norm-referenced and individually referenced assessment outcomes, including in-cIass progress monitoring measures.

Standard 6 Reflective Practice
Candidates understand that teachers are reflective practitioners who continually assess and adapt their practices in light of their experiences with students and based on scholarship related to their profession. They understand that teachers are actively involved in their own development as professionals who keep abreast of developments in reading research and know how to apply research judiciously to their practice.

Supporting Explanation
Candidates have knowledge of strategies to support reflective practice including teacher research and study groups. They understand the role of *The Tennessee Framework for Evaluation and Professional Growth* in reflective practice and are able to use the self-assessment, unit/lesson plan evaluation and comprehensive assessment tools provided in the framework as tools to evaluate and improve their instruction. They know how to evaluate their instruction in light of student learning and make appropriate adjustments.

Standard 7 Community Context
Candidates understand that their classrooms operate within and are influenced by school, local, state, national and world communities. They understand how to foster relationships with school colleagues, parents and agencies in the larger community to support students' learning.

Supporting Explanation
Candidates understand the importance of partnering with parents to improve reading achievement and use effective parent involvement strategies.

Candidates understand the need for family literacy strategies in communities in which large numbers of children are at risk of reading failure. In such communities large numbers of children may live in poverty, have limited English proficiency or live in homes in which the parent's or caretaker's reading levels are low. Children from these communities most at risk of reading failure are those who enter school with limited exposure to language and less prior knowledge of concepts related to phonemic sensitivity, print awareness, and the purposes of reading and general verbal skills, including vocabulary.

Program Implementation Standards

Standard 1   Content

Teacher preparation programs provide prospective teachers with a focused study of reading, incorporating the candidate standards appropriate to the relevant grade spans - early childhood education, elementary education, and middle grades education. They provide teachers with the opportunity to acquire the necessary content and pedagogical expertise to ensure that teachers have basic knowledge of the structure of the English language, reading development and the nature of reading difficulties. They ensure that prospective teachers can use validated, reliable, efficient assessments to inform classroom teaching. They educate prospective teachers to identify, read, respect and apply the findings of scientific research to their practice. They provide instruction in reading development and disorders. They provide opportunities for prospective teachers to observe teachers demonstrating instructional reading methods with children. They ensure that teachers can integrate reading, comprehension, and study skills in all subject areas.

Standard 2   Field Experiences

Teacher preparation programs provide prospective teachers with opportunities to develop their expertise through a coherent set of experiences in a variety of high quality field sites working with school-based educators who practice research-based instructional strategies. Teacher preparation programs establish collaborative and respectful relationships with school districts that provide sites for prospective teachers' field experiences.

Standard 3   Research

Teacher preparation institutions base their programs on the principle that research should guide the profession with increased research in reading. It is essential for teacher preparation programs to revise their coursework to reflect current research, including an understanding of the reading process and the components enabling all children to learn to read and to read to learn.

Standard 4   Program Design

Institutions use the following documents (as they may be amended) and other sources of information when planning, implementing and evaluating teacher preparation programs:

- Interstate New Teacher and Assessment and Support Consortium. (1992). Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue.
  National Council on Accreditation of Teacher Education. (2000). Program Standards for Elementary Teacher Preparation.
- Tennessee State Board of Education. (1997). Tennessee Framework for Evaluation and Professional Growth.

In addition, the following recent syntheses of research are recommended:

- Bowman, B.T., Donovan, M.S., Burns, M.S., Eds. (2001). Eager to Learn: Educating Our Preschoolers. National Research Council. National Academy Press
  Burns, M.S., Griffin, P., Snow, C.E., Eds. (1999). Starting Out Right. A Guide to Promoting Children's Reading Success. National Academy Press.

- Learning First Alliance (1998). Every Child Reading: An Action Plan. A Learning First Alliance Action Paper. www.learningfirst.org/readin2action.html
- National Reading Panel (2000). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.
- Snow, C.E., Burns, M.S., Griffin, P., Eds. (1999). Preventing Reading Difficulties in Young Children. National Research Council.

3 (B) (5) (c)   Tutorial Assistance Program Notification Process

The SEA will notify eligible LEAs of the availability of Tutorial Assistance subgrants through (a) direct mail; (b) the Superintendent's Conference (September 2001); (c) the Superintendent's listserv; and (d) regional Superintendent's Study Councils (September-December 2001). In addition, the SEA will post information regarding LRI and Tutorial Assistance subgrants on the Department web site.

3 (C) Staffing - SEA and Other State-level or Regional Staff, Consultants and Organizations

The Tennessee Reading Excellence pioject is a collaboration involving the Tennessee Department of Education, the Reading and Literacy Partnership, the Tennessee Higher Education Council (THEC), the Institutions of Higher Education that are members of the Tennessee Reading Collaboration, and the Tennessee Education Agency.

3 (C) (1)   Staff Roles and Responsibilities

The Tennessee Reading Excellence Project will be housed within the SEA Division of Teaching and Learning. This division includes Federal Programs (Title I, Title II, Title IV, Title XI); Curriculum and Instruction; and Special Programs (School-based Support Services, Early Childhood, Family Literacy, and Head Start Collaboration). Reading Excellence staff will be able to work closely with all of these programs and share resources and efforts. This will help build a seamless connection between the Reading Excellence project and existing programs serving schools eligible for Reading Excellence funding.

The Project will be managed by three full-time staff: a project director and two project coordinators. Jim Herman will serve as Project Director. He will be the primary manager of the project, ensuring that all grant applications, grant administration, professional development and coordination activities are carried out in a high quality manner. His responsibilities will include the following:
- Coordinate all project activities;
- Notify eligible school districts of availability of funds;
- Develop and distribute the final LEA Request for Proposals;
- Manage the subgrant selection process;
- Collaborate with SEA Directors and coordinators of related programs and departments to coordinate services;
- Organize and facilitate pre-application bidders conferences;
- Collaborate with the University of Memphis to evaluate the project;
- Manage all federal REA reporting requirements, LEA application and reporting requirements, subgrant monitoring requirements, and professional development activities;
- Oversee flow-through of funds; and
- Manage the support staff.

Two project coordinators and an administrative assistant will be hired to support the director. The two coordinators will be responsible for professional development and monitoring school and district activities.

The coordinators' responsibilities will include the following:
- Coordinating TRC activities;
- Monitoring the curriculum development process;
- Coordinating training modules so as to make them cohesive;
- Monitoring university training institutes to ensure consistency;
- Monitoring summer institutes for Literacy Leaders;
- Visiting schools to monitor school-based professional development;
- Supporting Literacy Leaders;
- Intervening, if necessary, to ensure that professional development meets the REA requirements, the Tennessee Framework and the TRC Governing Principles.
- Providing technical assistance to schools and LEAs;
- Providing technical assistance to LEAs and community based organizations;
- Providing technical assistance to LEAs and schools in providing instruction and support to students at risk of referral to special education based on reading difficulties and children whose native language is other than English;
- Helping LEAs and schools coordinate programs with Family Literacy service providers, Early Childhood providers, state and federal program resources;
- Monitoring instructional activities to ensure that instruction meets REA requirements and the Tennessee Framework;
- Monitoring extended learning and tutoring activities.

Administrative Assistant duties will include the following:
- Providing general office clerical assistance to the project director and coordinators;
- Maintaining contract database;
- Assisting in the management of the project budget;
- Providing general information to LEAs;
- Communicating with the Webmaster regarding information to be posted on the project web site;
- Ordering all supplies and printing;
- Organizing pre-application bidders conferences and post application regional and state conferences.